



Crawley Ridge Infant School – Progression in Music grid



(Key Vocabulary, Knowledge and Skills)

Spring 1

	Year R	Year 1	Year 2
Curriculum Links	<ul style="list-style-type: none"> Learn rhymes, poems and songs (Rec) Sing in a group or on their own, increasingly matching the pitch and following the melody (Rec) Sing a range of well-known nursery rhymes and songs (ELG) 	<ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music 	<ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music
Key Experience	Singing songs and nursery rhymes together	Listening to music and joining in with the pulse and rhythm using body and untuned percussion	Exploring Feeling Through Music - Charanga Listening and responding to music Learning and singing songs Playing tuned percussion instruments
Key Knowledge <i>To demonstrate their understanding pupils will :</i>	<ul style="list-style-type: none"> To know simple songs and rhymes To know how to sing as part of a group 	<ul style="list-style-type: none"> To know that the pulse/beat of the music is steady like a heartbeat To know that the rhythm is a pattern made of notes of different lengths 	<ul style="list-style-type: none"> To know what a steady beat is To know the tempo is how fast/slow music is To know dynamics is how loud/quiet the music is

<p>Key Skills <i>To demonstrate their understanding pupils will:</i></p>	<ul style="list-style-type: none"> • To sing simple songs and rhymes becoming more confident with a wider repertoire • To sing as part of a group taking note of others singing with them 	<ul style="list-style-type: none"> • To keep the pulse/beat of the music using body or untuned percussion • To follow a simple rhythm using body or untuned percussion • To compose a simple 4 beat rhythm 	<ul style="list-style-type: none"> • To find and keep a steady beat • To recognise the tempo of music (fast/slow) • To say the dynamics of the music (loud/quiet)
<p>Key Vocabulary</p>	<p>Sing, song, tune, nursery rhyme,</p>	<p>Pulse, beat, rhythm, percussion, sing, voice</p>	<p>Beat, tempo, dynamics, percussion, sing, voice</p>